

4 month reporting date 5/30/06
8 month reporting date 9/30/06
12 month completion date 1/30/07

DeSmet School District Improvement Plan/Progress Report Form

Principle: 3 – Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04 Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

- (1) Reviewing existing data as part of an evaluation or reevaluation; or
- (2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

ARSD 24:05:25:04 Evaluation procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

Through interview and a review of student records, assessments were administered for three of four high school students that were not included on the prior notice/consent signed by the parents. The prior notice/consent did not consistently represent the evaluation information needed to support the students identified disability. For example:

- 1) The prior notice/consent for a student identified on child count as emotionally disturbed stated ability, achievement and developmental assessments would be administered to determine continued eligibility. Developmental testing was not appropriate for a student of this age and was not administered. Behavior and social evaluations were administered without prior notice/consent from the parents.
- 2) The prior notice/consent for a student identified on child count as a student with autism stated ability, achievement, speech, transition and functional assessments would be administered. Adaptive behavior, social and autism evaluations were administered without parental prior notice/consent. Behavior evaluations were not administered to support the autism diagnosis.
- 3) The prior notice/consent for a student identified as having a specific learning disability indicated academic and functional evaluations would be administered to determine continued eligibility. Ability, language and transition evaluations were administered without parental prior notice/consent.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures evaluations are conducted in accordance with all procedural requirements to ensure students are appropriately evaluated with parent consent.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Informed parental consent will be obtained for all evaluations administered.

4 month reporting date 5/30/06
 8 month reporting date 9/30/06
 12 month completion date 1/30/07

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Date Met
<p>1. What will the district do to improve? Prior notice/consent to evaluate will be acquired from the parents for all evaluations administered and all evaluations on the prior notice will be conducted.</p> <p>What data will be given to SEP to verify this objective? The NESC will check all initial and reevaluation documents occurring during the 4 month reporting period and report the total number of evaluations reviewed and number that were evaluated according to the prior notice/consent.</p>	Feb. 06 and ongoing	NESC and Special Educators	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 3 - Evaluation

4 month reporting date 5/30/06
8 month reporting date 9/30/06
12 month completion date 1/30/07

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:06. Reevaluations. Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents. Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:

- (1) Determining whether the child continues to have a disability;
- (2) Determining whether the child continues to need special education and related services; and
- (3) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general curriculum.

If no additional data is needed to determine continuing eligibility, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE.

Through interview and a review of three student records, evaluation procedures were not conducted to determine continued eligibility for the students. Two students were dismissed from physical therapy services and one student was dismissed from special education.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures reevaluation procedures are conducted in accordance with all procedural requirements to ensure student are appropriately evaluated for continuing eligibility.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Evaluation procedures will be followed for all students dismissed from services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results

1. What will the district do to improve?
All students being dismissed from services will have a team meeting to decide what evaluations or information is needed to determine dismissal or continued eligibility. The team shall consist of all members including the parents. Meeting notes will be taken to show determination.

What data will be given to SEP to verify this objective?

All students being dismissed from services will be checked by NESC and reported to the SEP office the number and criteria used for dismissal.

Timeline for Completion

Feb. 06 and ongoing

Person(s) Responsible

**NESC Staff
Special Educators**

Date Met

4 month reporting date 5/30/06
8 month reporting date 9/30/06
12 month completion date 1/30/07

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general curriculum.
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
 - (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum.

Through a review of nine student records, present levels of performance did not consistently contain specific skills linking to functional evaluation or state the student's involvement/progress in the general curriculum.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
The district ensures the IEP contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All present levels of performance will contain the students specific skill that identify their strength, needs, involvement or progress in the general curriculum that are linked to functional assessment.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Date met

4 month reporting date 5/30/06
8 month reporting date 9/30/06
12 month completion date 1/30/07

<p>2. What will the district do to improve?</p> <p>Present levels of performance will contain specific skills from the functional assessment, for development of goals and/or objectives. All Present levels will identify the student's strength, needs and involvement or progress in the general curriculum.</p> <p>What data will be given to SEP to verify this objective?</p> <p>NESC will check 100% of the IEPs written during the 6 month reporting period and report the total number reviewed, the number containing skill specific present levels, and how the disability affects the students involvement in the regular education classroom.</p>	Feb. 06 and ongoing	Special Educators and NESC staff	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			